



# **EDUCATIONAL PSYCHOLOGY SERVICE IMPROVEMENT PLAN**

**2018-2019**

## **Factors Influencing the Improvement Plan**

### **Service Factors**

Addressing Action Points identified in the previous Service Improvement Plan  
Emphasis on evidence based practice and effective evaluation methodology  
Service Delivery Model in light of Transforming Your Council

### **Local authority factors**

Raising Attainment Strategy  
Moving Forward in Learning  
Education Services Management Plan  
Transforming Your Council  
Single Outcome Agreement  
Corporate Parenting Plan  
Integrated Children's Services Plan  
West Lothian's Early Years' Framework  
West Lothian Parental Engagement Framework  
Increased entitlement of Early Years provision

### **National factors**

Governance Review: Head Teacher's Charter  
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All / Pupil Equity Fund  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare  
How Good is OUR School? (Part Two, Pupil Voice)  
Getting it Right for Every child (GIRFEC)  
National Legislation: Children and Young People (Scotland) Act 2014  
Curriculum for Excellence  
Developing Scotland's Young Workforce  
Building the Ambition  
Standardised Assessments  
Child Protection Issues / Guidance  
GTCS standards and professional update  
Health and Care Professions (HCPC) Code of Conduct  
GDPR



## OVERVIEW OF THE EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service (EPS) is part of Education Services in the Learning, Policy and Resources area. We work directly with children and their families, schools and multi-agency partners to contribute to the overall aims of the council in relation to the educational achievements and mental health and wellbeing outcomes for West Lothian's children and young people.

The Educational Psychology Service has 5 core functions that include Consultation, Assessment, Intervention, Training and Research. All of these functions are carried out at the level of the individual child / family, the school and the wider local authority. We also have statutory functions as outlined in the Education (Scotland) Act, 1980 which primarily include the giving of advice to parents, schools and local authorities regarding children with additional support needs.

In West Lothian, the Educational Psychology Service key activities include:

- Building capacity in schools, families and multi-agency partners through training and development work
- Contributing to the multi-agency assessment and intervention process for individual children / young people and their families
- Supporting Looked After and Care Experienced children and young people.
- Strategic involvement in key authority wide strategies for children and young people (eg. Raising Attainment Strategy, Children's Services Plan, Corporate Parenting Plan)
- Research and development support to key authority initiatives to contribute to positive outcomes for children and young people

The EPS is also represented in the following Strategic Working Groups and professional teams:

- Children's Services Strategic Planning Group
- Moving Forward in Learning (MFIL) workstreams
- Inclusion and Wellbeing Service / Work Group (MFIL)
- Education Senior Management team
- Inclusion and Wellbeing Forum (IWF)
- Education Placement Group (EPG)
- Senior Officer Review Group (SORG)
- Pre-Nursery Planning Group (PNPG)
- Mental Health Mental Well Being (MHMWB) Screening Group
- Early intervention & Prevention working group (early years and school age)
- Parenting West Lothian
- Autism Spectrum Disorder working groups
- Corporate Parenting Strategy Group
- Transforming Your Council Project Boards

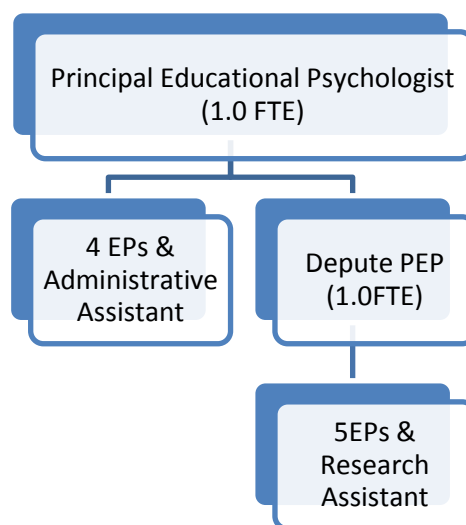
Our main customers are:

- Children and young people
- Parents/families
- Schools

Our main partners are:

- Other Education Central Services
- Multi-agency colleagues (Community Child Health and associated therapy services, CAMHS, Social Policy)

The EPS is organised as follows:



## **VISION AND AIMS OF THE EDUCATIONAL PSYCHOLOGY SERVICE**

The vision of the Educational Psychology Service is to improve the wellbeing and educational outcomes of all children and young people in West Lothian through the application of psychology. We aim to achieve this by:

- placing the needs of children and young people at the centre of everything we do
- identifying and addressing barriers to learning
- working collaboratively with our partners
- building capacity at individual and systemic levels
- operating within a context of continuous improvement

### 3 Year Strategic Plan

Session	Areas for Improvement	Priorities
<b>2017-2018</b>	<b>Excellence through raising attainment and achieving equity – NURTURE</b>	<ul style="list-style-type: none"> <li>• Deliver Whole School Nurture development work and self-evaluation support</li> <li>• Deliver Nurture Group training</li> </ul>
	<b>Excellence through raising attainment and achieving equity – EARLY YEARS</b>	<ul style="list-style-type: none"> <li>• Develop advice and guidance for mainstream early years establishments for children with ASN.</li> <li>• Deliver Solihull and Triple P approaches</li> </ul>
	<b>Excellence through raising attainment and achieving equity – CORPORATE PARENTING</b>	<ul style="list-style-type: none"> <li>• Develop and embed Tutor Group for LAC DMS approach</li> <li>• Strengthen approach to self-evaluation and data gathering for Care Experienced children and young people as part of Corporate Parenting Plan</li> </ul>
	<b>Excellence through raising attainment and achieving equity – LEARNING AND TEACHING THROUGH EVIDENCE BASED PRACTICE</b>	<ul style="list-style-type: none"> <li>• Amalgamate previous learning &amp; teaching guidance into the Practitioner Enquiry (PE) approach.</li> <li>• Deliver PE support to the Linlithgow Cluster to support the attainment agenda in the cluster plan.</li> <li>• Continue to provide support to all schools through allocated EP and Research Assistant including consultation re PEF</li> <li>• Development of Mediated Learning practice / Sfl teacher training contribution</li> </ul>
	<b>Excellence through raising attainment and achieving equity – MENTAL HEALTH</b>	<ul style="list-style-type: none"> <li>• Continue to assist with mental health training in identified areas (Give Us A Break, self-harm training)</li> <li>• Explore new interventions for early intervention in mental health (anxiety)</li> </ul>
<b>2018-2019</b>	<b>NURTURE/LAC/ACEs</b>	<ul style="list-style-type: none"> <li>• Ongoing development and delivery of Nurture Training,</li> <li>• Ongoing development and delivery of LAC DMS Training,</li> <li>• Development of CLPL materials related to trauma and adverse childhood experiences; link with ACE Hub</li> </ul>
	<b>EARLY YEARS</b>	<ul style="list-style-type: none"> <li>• Language and Literacy Practicum (multi-agency project)</li> <li>• Liaison with Building The Ambition MFIL work group</li> <li>• Review of transition assessment processes</li> </ul>
	<b>MENTAL HEALTH</b>	<ul style="list-style-type: none"> <li>• Anxiety workshops (Secondary)</li> <li>• GUAB</li> <li>• Liaison with MHMWB Screening and MFIL Working Groups</li> <li>• Self-Harm training</li> </ul>
	<b>TRANSFORMING YOUR COUNCIL</b>	<ul style="list-style-type: none"> <li>• Revision of Service Delivery Model through delivery of a pilot approach in Hub 1</li> </ul>
<b>2019-2020</b>	<b>Excellence through TRANSFORMING YOUR COUNCIL</b>	<ul style="list-style-type: none"> <li>• Implementation of revised Service Delivery Model</li> </ul>

Educational Psychology Service			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p><b>Raising attainment for all:</b></p> <p>1.Children's additional support needs (ASN) being supported within mainstream education. Where appropriate, efficient and effective decisions are made on specialist education placement.</p> <p>2.Greater clarity for schools and partners about the planning framework for supporting children and young people with ASN in West Lothian establishments.</p> <p>3.Robust EPS Service Delivery model in place to support the delivery of the 5 core functions</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>2.3; 2.4; 2.6; 2.7; 3.1</p> <p>2.4; 2.6; 3.1</p> <p>1.3; 2.4; 2.6; 2.7; 3.1</p>	<p>1. Transition Assessment Process – Early Years and P7 Links with MFIL Building the Ambition strategy</p> <p>2. Support with implementation of the revised Continuum of Support</p> <p>3. Service delivery pilot project</p>	<p>EY Team</p> <p>PEP / IWB Work Group</p> <p>Pilot Team</p>	<p>Dec 2018</p> <p>Oct 2018</p> <p>June 2019</p>	<p>Clear process for transition evidenced within the Continuum of Support document</p> <p>Improvement in self-evaluation data for the Transition process.</p> <p>Consistent information provided for the transition process from the EPS</p> <p>EP team represented on strategic groups, and contributing to priorities for training.</p> <p>Revised Continuum of Support document</p> <p>Effective transition process implemented</p> <p>Ongoing support provided for most vulnerable children and young people within revised service delivery model.</p> <p>Evaluation data used to inform finalised model.</p>
<p><b>Improvement in Literacy for all:</b></p> <p>1.Identification of development/training needs of EY practitioners in relation to identification/assessment/intervention of language and literacy needs.</p> <p>Greater clarity and consistency of approach across WL through the development of training, toolkit and online resources.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>1.1, 1.2, 2.2, 2.3, 3.1, 3.2</p>	<p>1. Language and Literacy Practicum</p>	<p>EP Lead on EY Practicum</p>	<p>June 2019</p>	<p>Improvement in identified language &amp; literacy skills as measured by the ELC tracker &amp; other screening tools.</p> <p>Improvement in practitioner confidence, knowledge &amp; skills evidenced from self-evaluations, observations and tracker data.</p> <p>Training evaluations from EY practitioners.</p>
<p><b>Improvement in Numeracy for all:</b></p> <p>Use of research data gathered to inform practice relating to Maths attainment</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.1, 1.2, 2.2, 2.3, 2.7, 3.1, 3.2</p>	<p>1. Maths Research project</p>	<p>Research Assistant</p>	<p>Jan 2019</p>	<p>Improved understanding of pupils' maths experience for EPs and Education Staff.</p> <p>Qualitative data from focus groups.</p> <p>Contribution to 2019 maths strategy in West Lothian and Forth Valley collaborative project.</p>

<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>1.Schools will be supported to deliver high quality Nurture interventions at both Nurture Group and Whole School Nurture levels.</p> <p>2.LAC DMS staff in schools will be supported in performing their role within schools through the delivery of high quality training, VSE discussions and support with policy implementation.</p> <p>3.Schools will be supported in developing their understanding of the impact of trauma on learning through the provision of high quality training relating to trauma</p> <p>4. Pupils will be equipped with strategies to support them with anxiety management</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.1; 2.2; 2.3 ;2.4; 2.6; 2.8; 2.7; 3.1; 3.2	1. Nurture Nurture groups Whole School Nurture (WSN) Nurture Development Officer support	Nurture / LAC Team	June 2019	Training evaluations from LAC, nurture group and WSN training. Qualitative research planned regarding WSN (focus groups). Monitoring of individual school action plan and implementation planning framework
		2.4, 3.1 & 3.2	2. LAC / Corporate Parenting LAC DMS training Corporate Parenting steering group	Nurture/LAC Team	Autumn 2018 & ongoing	Training Evaluations and follow-up discussions through VSE process
			3. Trauma informed/sensitive practice including Adverse Childhood Experiences	Nurture Team / LAC/ACEs Team	February 2019	Training Evaluations
			4. Anxiety workshop development	H&W Team	June 2019	Pupil evaluation forms, Spence Anxiety Forms, attendance figures, pupil focus groups

Additional Tasks	Responsibilities	Point of contact
Provision of research support to schools and local authority including Practitioner Enquiry training.	Ongoing support to schools and LA regarding key research projects.	Tracey Ross / Research Assistant
Development of links within the Regional Improvement Collaborative	Engagement in regular reviews of progress and action planning	Jennyfer McNiven
Ongoing development of WLAM approach to performance management and WLAM Assessment self-evaluation actions.	Ongoing engagement with WLAM Process Follow-through on WLAM Assessment action plan	Jennyfer McNiven
Training delivery – Give Us A Break (loss and bereavement groupwork), Self-harm, PSW Conferences	Delivery of training in identified areas.	Gai McKelvie, Lillian Snowden, Will Ogg / Whole Team (PSW Conferences)
Multi-agency liaison – MHMWB Screening Group	Regular attendance at Screening Group meetings and contribution to strategic planning as appropriate	Gai McKelvie, Lillian Snowden, Jennyfer McNiven
Support to Transforming Your Council Project Groups	LAC/SEBN and Children with a Disability project group engagement	Jennyfer McNiven